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ABSTRACT

This paper discusses how to teach Spanish subject matter to U.S. college students, focusing on one professor's experiences teaching an upper level Spanish class, Spanish Subject Matters, to students who plan to be K-12 or bilingual classroom teachers. The paper stresses the current need for bilingual teachers, suggesting that a teacher does not have to be a native Spanish speaker to be a good bilingual teacher. Generally, college students who take Spanish courses do not learn Spanish history, Spanish mathematics, Spanish geography, or Spanish sciences, so they are unprepared to teach these in Spanish. Students taking the Spanish Subject Matters course improve their Spanish skills, learn different teaching techniques, and develop specific vocabulary for individual disciplines as well as for the basic school environment. In this course, students are required to do a lesson plan on the subject matter of choice and present that lesson to the class. These presentations help the rest of the class learn Spanish related to specific subjects. A Spanish geography workshop is attached. (SM)

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ED 468 881

Teaching Spanish Subject Matters to College Students in the USA

Guada Cabedo-Timmons

During the past five years I have been teaching a university upper level Spanish class, Spanish Subject Matters (Span 449) for college students who, most of them, plan to be elementary school teachers, bilingual schoolteachers or high school teachers. These future teachers face the challenge to teach not only the different school subject matters at widely different schools in the USA, but also in Spanish, a foreign language for most of them.

Hispanic children come to the USA at any school age. They go to school, because it is the law, and because most of their parents want them to get an education. Suddenly they have to face the challenge of not only learning the school curriculum appropriate to their age and grade, but they have to learn English too, a totally new language for them. Thanks to the school program in some parts of this country, most of these kids will find a break in their tremendous change of life, and they will start school in a bilingual program, where they will be able to learn the different school subject matters in their native language, Spanish, at the same time that they learn English and/or until their English is good enough to get into a regular English speaking class, no matter what grade. What happened in the past, when immigrant children enrolled in typical classrooms was that their particular needs were ignored and they had to take the same grade over and over just because they didn't speak English. Fortunately, this problem will not happen again in schools that have a good bilingual program.

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Bilingual programs solve this problem, or at least help considerately to solve it, and the need for bilingual teachers is very important. Who can be a bilingual teacher? Anyone who speaks two languages? How well do you need to be able to speak those two languages? These are some of the questions my students ask me when they take my class. Some of them (only-English speakers) are afraid that they cannot be a bilingual teacher because they think that only Spanish-native speakers, in this case, could be a good bilingual teacher for Hispanic immigrant children. Others, mostly Spanish-native speakers, don't think that they can do it either because even if they have been speaking Spanish at home, most of time, they never or almost never had a chance to learn the Spanish subject matters at school. So, they can understand, speak and read pretty well, but when it is time to write in Spanish, that is a challenge for them too. For those reasons, when these college students take my class, I face a big challenge with them. Not only do I have to teach them as much as possible, but I have to convince them that they can be good bilingual teachers even if they have some limitations with their Spanish language skills.

In my personal opinion, a bilingual teacher doesn't need to be a native-speaker of the language the immigrant children speak. A bilingual teacher needs to have a mastery of the subject matter, but also that teacher needs to be a tolerant and open-minded person with at least the basic skills in a particular foreign language.

For the above stated reasons in my class, I try to teach them those basic and specific skills, and also help them to be an open-minded teachers. This last part is always up to them.

Generally college students who take Spanish classes, learn much grammar, composition, conversation and some Spanish literature and civilization. They do not take Spanish algebra, Spanish history, Spanish geography or Spanish sciences. When they become teachers and go to work in a bilingual program they realize that they can speak and probably understand Spanish pretty well, but they have no idea how to teach school subject matters in Spanish. Some of them manage pretty well with the help of a specific subject matter dictionary and other materials. Others are just lost, and they wish someone could have prepared them for this specific task.

College students taking my class expect to improve their Spanish skills, learn some different teaching skills and specific vocabulary of individual disciplines that they will be able to employ when they teach. These skills and vocabulary development will enhance their confidence in themselves as teachers.

The first time I taught this class the major concern was to prepare the correct and sufficient material to help these future bilingual teachers. I prepared my own materials beyond a college textbook for Spanish teachers. I went to my native Spain, during the summer and researched elementary and secondary school books in the different subjects of: Math, geography, Spanish language for natives, natural sciences, etc. Some of those textbooks I had personally used during my elementary, junior high and/or high school years in Spain. Other textbooks were located with the help of my sister who is an elementary school teacher in Spain. These other textbooks were subject matters dealing with technology in education and computer science. With all these materials I prepared a Manual de Vocabulario para Maestros de Escuelas Bilingues. I hoped that even the students with lesser skills (or none) in Spanish would still be able to succeed when

teaching regular USA school subject matters. This specific subject matter manual included vocabulary in English and Spanish, and many activities for the different school grades.

In my first classroom (Span 449), five years ago, I had all types of students, with different Spanish skills background: Spanish-native students, who already spoke the language fluently (some of them even went to school for a little while in Mexico, Colombia, Puerto Rico, Dominican Republic...etc), but each had problems writing the language. Spanish near-native students, who only understood the language because of their Hispanic family background, but could not speak much Spanish, since they always spoke English at home, even with their "abuela" who only spoke Spanish. The English speaking students who spoke and wrote Spanish very well, but had some problems understanding it. English speaking students who could not speak Spanish too well but who could understand it because they have friends who speak Spanish or they have been already, as a student, in bilingual school programs with Spanish native speakers. Finally the Anglo-speaking students who could speak and write Spanish, well enough to survive, but they couldn't understand, almost anything when someone spoke Spanish to them.

Of course, with all these different skilled students I had some trouble filling everybody's needs. By the end of the semester we all managed to have a pretty good class and learn a lot from me, as their teacher, and from each other. Students told me, after the semester was over, that they all learned valuable information, (I was very proud, of course), even if some of them thought the vocabulary manual was too easy, and others thought the manual was too difficult. All of them agreed that for the first time they

learned a specific vocabulary for the different school subject matters, and they were very happy to obtain this specific information.

Students in this class were required to do a lesson plan in the subject matter of their choice and present that lesson to the class. During the semester we covered five major subject matters (we did not have enough time to cover more areas): Spanish Language (as a native), Social Sciences (geography of USA, and Spanish speaking countries, mostly) Arithmetic (including algebra and geometry), Natural Sciences (anatomy, wheather, natural sources, animals...), and finally School Environment Vocabulary (basic vocabulary of school materials, places, objects, and basic dialogues about parent-teacher conferences for a non-English speaker parents...etc). However, students in this class are allowed and encouraged to cover other subjects and areas of their choice. The rest of the students in the classroom could learn from the presentations and use those ideas and materials in their future classrooms. To my great surprise, some students prepared lesson plans not only in the areas covered by me, and above mentioned, but also in how to teach music in Spanish, how to do crafts, or even how to make pottery, and all of them using only Spanish, or both Spanish and English vocabulary. It was a great experience!

After five years of teaching this class, the experience of doing this is still amazing to me. I learn each time from the genius and enthusiasm of the students as much as they do from my native skills and knowledge. The number of students enrolled in these classes has grown and now, besides students interested in becoming elementary bilingual school teachers, there are students enrolled who plan to be high school or college teachers, and students who do not plan to be teachers but wish to know Spanish for their

future jobs or for personal reasons. And the increasing interest in the subject have given me a lot of happiness; but what gives me the most pleasure and joy is talking to former students, who are now teachers in bilingual programs, they talk about their own experience teaching in bilingual classrooms. They tell me how important and beneficial it was for them to have taken a such a class as mine; how much they have used my materials and their classmates' materials; how much they wish they could have had more classes like this one, in preparation for their future bilingual teaching jobs. Therefore, what I would like to communicate herein is how important is for our colleges and universities to have bilingual programs, and specific subject matters classes in those programs, where our college students will learn how and what to teach in their future bilingual classrooms. Immigrant children, in the USA, sooner or later will all speak English, but when we help them to learn the school subject matter in their native language and until they can understand enough English, we are also teaching them tolerance, acceptance and help them to succeed. To do so, we need to prepare their teachers. Teachers well prepared academically and who are also tolerant and open minded that will help make their bilingual children feel as good and welcome as any other child in their classrooms.

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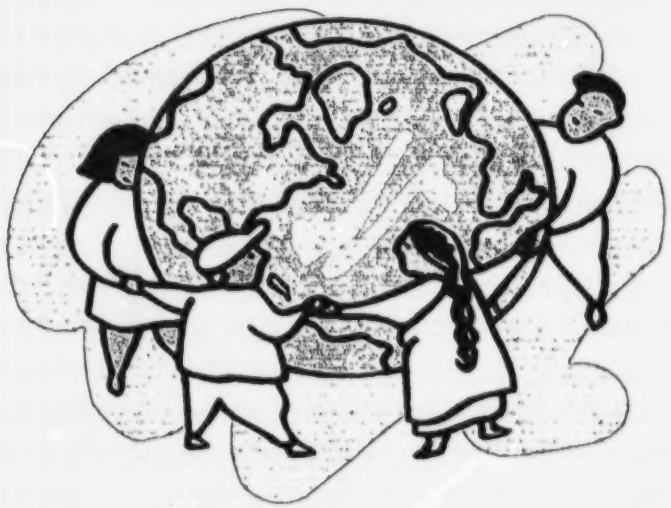
TALLER DE GEOGRAFIA EN ESPAÑOL

(Spanish Geography Workshop)



by

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Western Illinois University

GEOGRAFIA DE LOS PAISES HISPANOS EN EL MUNDO

(Introduction:

This is an example and demonstration of a Social Science Unit lesson in Spanish for a Spanish or Biling..al classroom in the U.S. A.)

1)-VOCABULARIO de GEOGRAFIA (Vocabulary of Geography):

PUNTOS CARDINALES:

Norte (North)
Sur (South)
Este (East)
Oeste (West)
Noreste (Northeast)
Sureste (Southeast)
Noroeste (Northwest)
Suroeste (Southwest)

CONTINENTES. (Continents):

Africa (Africa)
Antártica (Antarctica)
Asia (Asia)
Australia / Oceanía (Australia)
Europa (Europe)
Norteamérica (North America)
Suramérica (South America)

OCEANOS. (Oceans):

Antártico (Antarctic)
Artico (Artic)
Atlántico (Atlantic)
Indico (Indian)
Pacífico (Pacific)

2)-PAISES EN EL MUNDO CUYA LENGUA OFICIAL ES EL ESPAÑOL:

ARGENTINA
BOLIVIA
COLOMBIA
COSTA RICA
CUBA
CHILE
ECUADOR
EL SALVADOR
ESPAÑA ------ ISLAS BALEARES ------ ISLAS CANARIAS ------
GUATEMALA
HONDURAS
MEXICO
NICARAGUA
PANAMA
PARAGUAY
PERU
PUERTO RICO ----- (Territorio de los Estados Unidos)
REPUBLICA DOMINICANA
URUGUAY
VENEZUELA

Otros paises donde también se habla español:

ANDORRA	(En Europa)
BELICE	(En Suramérica)
GUINEA ECUATORIAL	(En Africa)
ESTADOS UNIDOS DE AMERICA	(En Norteamérica)
FILIPINAS	(En Asia)

3)-CAPITALES DE LOS PAISES DE HABLA HISPANA:

ARGENTINA ------ capital: BUENOS AIRES
BOLIVIA ------ capital: SUCRE
COLOMBIA ------ capital: BOGOTA
COSTA RICA ------ capital: SAN JOSE
CUBA ------ capital: LA HABANA
CHILE ------ capital: SANTIAGO
ECUADOR ------ capital: QUITO
EL SALVADOR ------ capital: SAN SALVADOR
ESPAÑA ------ Islas Baleares ------ Islas Canarias ------ capital: MADRID
GUATEMALA ------ capital: GUATEMALA
HONDURAS ------ capital: TEGUCIGALPA
MEXICO ------ capital: MEXICO D.F.
NICARAGUA ------ capital: MANAGUA
PANAMA ------ capital: PANAMA
PARAGUAY ------ capital: ASUNCION
PERU ------ capital: LIMA
PUERTO RICO ------ (Territorio de los Estados Unidos) capital: SAN JUAN
REPUBLICA DOMINICANA ------ capital: SANTO DOMINGO
URUGUAY ------ capital: MONTEVIDEO
VENEZUELA ------ capital: CARACAS

ACTIVIDADES DE PRACTICA: (Activities)

LOS PAISES DE HABLA HISPANA EN EL MUNDO:

To learn the countries, the students will do the following activities and exercices:

Materials:

-Carteles (Posters): El Mapa del Mundo (The World Map) y/o Los diferentes Paises (*The different Countries).*

-Tarjetas (Cards): 3" by 5" cards to draw the different countries.

-Otros Materiales (*Other Materials): Color Pencils, scissors.*

ACTIVIDADES PARA EL MAESTRO/LA MAESTRA: (Teacher's Activities)

ACTIVIDAD –1- En un mapa mundial, situar los paises de habla hispana. Nombrar los diferentes continentes (en español hay siete y en ingles cinco!) y los océanos.

(Students will identify on a world map the location of each different Hispanic speaking country. And they will name the continents and the oceans)

Example: Dónde está situado México?

México está situado al sur de los Estados Unidos de América, al norte de Guatemala, al este de Asia y al oeste de Europa.

ACTIVIDADES EN CLASE PARA LOS ALUMNOS: (Students' activities in the classroom):

Actividad –1- Localización mundial (*Students will receive a Xerox copy of a world map. On the map, they will locate the different Hispanic Countries, and name the continents and the oceans.*

Actividad –2- Nombrar los paises de habla hispana.

(Students will repeat the name of each country after the teacher)

Preguntas: (Questions)

-Dónde está situado Chile? (Where is Chile located?)

Actividad –3- En un mapa de Suramérica, escribir los nombre de los diferentes paises.

(*On a map of South America, write the name of the different countries*)

Nombrar y Colorear: Luego, los estudiantes colorearán cada uno de los paises y escribirán el nombre de cada país y de su capital en sus mapas.

(Name and Color: Students will color each of the countries and they will write the name of the country and its capital city on their maps)

Actividad –4- Mostrar a los alumnos las formas de los diferentes paises, en cartulinas, para que aprendan los nombres de los paises.

(Show the different forms of each country to the students, on cards, so they will learn the name of the countries)

ACTIVIDADES EN GRUPOS:

-Originally, the techer will give some cards to the students, who are separated in groups of three or four) so they can draw the countries, color and then cut them out.

Then, the teacher will ask each group to present their countries to the rest of the class. They will name and locate the countries assigned to them on the map.

Example: "Este país es Ecuador. Ecuador está situado al sur de....., al este de....., al norte de....., y al oeste de.....

EMPAREJAR: (Matching). En esta actividad, los estudiantes tendrán que emparejar los nombres de cada país con su capital correspondiente. *(In this activity, students will match the names of the countries and their capitals).*

ARGENTINA ------ capital:	SANTO DOMINGO
BOLIVIA ------ capital:	BOGOTA
COLOMBIA ------ capital:	MADRID
COSTA RICA ------ capital:	SAN JUAN
CUBA ------ capital:	QUITO
CHILE ------ capital:	TEGUCIGALPA
ECUADOR ------ capital:	MONTEVIDEO
EL SALVADOR ------ capital:	SAN JOSE
ESPAÑA ------ Islas Baleares ------ Islas Canarias ------ capital:	SUCRE
GUATEMALA ------ capital:	GUATEMALA
HONDURAS ------ capital:	ASUNCION
MEXICO ------ capital:	MEXICO D.F.
NICARAGUA ------ capital:	LIMA
PANAMA ------ capital:	PANAMA
PARAGUAY ------ capital:	SANTIAGO
PERU ------ capital:	CARACAS
PUERTO RICO ------ (Territorio de los Estados Unidos) capital:	SAN SALVADOR
REPUBLICA DOMINICANA ------ capital:	BUENOS AIRES
URUGUAY ------ capital:	LA HABANA
VENEZUELA ------ capital:	MANAGUA

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